

**Inclusion Lead/ SENDCo**

**MPS/UPS with TLR**

**Hooton Pagnell Primary School**

**Job Description**

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| **Post:** | Part time Inclusion Lead / SENDCo  Permanent |
| **Hours:** | 2.5 days / week – Term time only – non class based |
| **Responsible to:** | Headteacher / JMAT / Local Governing Board |
| **School:** | Hooton Pagnell All Saints C of E Primary School |
| **Scale:** | MPS/UPS + TLR |
| **Liaising with:** | Headteacher, Leadership Team, Trust Directors, Local Governing Body members, Staff, Pupils, Parents/Carers, External Agencies/Professionals |
| **Start date:** | 1st September 2025 |

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| **Purpose of the Job** | The Inclusion Lead / SENDCo will work in line with all relevant national frameworks, legislation, policies, and guidelines, including Health and Safety, Equalities, and Safeguarding. The post holder is part of the school’s Leadership Team and is accountable to the Headteacher.  The Inclusion Lead / SENDCo will:   * Work with the Headteacher and leadership team to ensure the best possible education for all pupils. * Act as the strategic lead for inclusion, SEND, Pupil Premium, and trauma-informed practices. * Develop systems to monitor and support pupil progress, ensuring timely intervention and regular impact evaluation. * Act as the SENDCo, ensuring compliance with the SEND Code of Practice, maintaining EHCPs, and coordinating external support. * Act as the Pupil Premium Champion, coordinating targeted provision and reporting its impact. * Lead the development of the inclusive curriculum, assessment systems, and staff training. * Promote a trauma-informed and restorative school ethos. * Provide coaching and professional guidance to staff to secure high standards of teaching, learning, and pupil outcomes.   The post holder will also fulfil the professional responsibilities of a teacher as outlined in the School Teachers' Pay and Conditions Document (STPCD). |
| **Specific**  **Responsibilities:** | **Ethos and Approach**   * Uphold and promote the Academy’s Christian values and mission. * Lead by example to inspire, motivate, and collaborate with others. * Partner with the Headteacher and leaders to implement and manage change initiatives. * Commit to the Christian ethos, including leading collective worship per Church of England traditions. * Model best and leading practices.   **Main Responsibilities and Strategic Leadership**   * Perform duties aligned with Teachers Standards 2012. * Support, develop, and coach staff to ensure high-quality teaching, effective resource use, and strong pupil outcomes. * Provide professional guidance and support to colleagues and support staff. * Coordinate assessment, tracking, and data analysis to identify gaps and implement strategies, setting and monitoring challenging targets for all pupils. * Manage resources and adults within the learning environment effectively. * Lead Inclusion as SENDCo and Pupil Premium Champion, developing inclusive strategies and supporting disadvantaged pupils. * Provide day-to-day coordination of SEND provision for individual pupils. * Oversee SEND provision: SEN profiles, EHCPs, liaising with families and external agencies. * Promote inclusive teaching and restorative practice, maintaining a purposeful learning environment. * Act as a role model of inclusive practice and support teachers in developing effective SEND teaching and learning. * Communicate clearly with parents and carers about inclusion, reporting via feedback, formal reports, and consultations. * Ensure safeguarding, pupil wellbeing, and equality in all practices. * Lead strategic development of SEND policy and provision, contributing to the School Improvement Plan and presenting pupil performance data to SLT, Governors, and Ofsted. * Inspire and hold staff accountable for meeting long-term school improvement objectives. * Represent the school positively within the wider community. * Undertake any other reasonable duties as assigned.   **Curriculum and Project Leadership**   * Champion the Pupil Premium Strategy and lead related initiatives. * Implement and lead the school’s Trauma Informed Trust work. * Enhance SEND teaching and provision as SENDCo. * Develop and deliver SEND-focused staff training and CPD. * Share best practice and provide access to appropriate SEND resources and training. * Report progress to Governors and stakeholders.   **Continuing Professional Development and Staffing**   * Commit to CPD linked to leadership and qualifications beyond current role. * Manage teams or projects as required. * Participate actively in INSET, meetings, and external CPD. * Engage in performance management and collaborate with governors overseeing curriculum, standards, and safeguarding. * Reflect on and improve own professional practice.   **General Responsibilities**   * Stay up to date with educational developments. * Work effectively as part of a team. * Demonstrate commitment to the school’s ethos and success. * Participate in learning activities and performance development. * Treat all members of the school community with courtesy and respect. |
| **Data Security and Confidentiality** | * To ensure strict confidentiality in all areas of work. * To ensure rigorous approaches to identifying, managing and mitigating risk. * To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the UK General Data Protection Regulations (GDPR). * To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records). |
| **Health, Safety and Discipline** | * Promote the safety and well-being of all pupils. * Maintain good order and discipline among children. |
| **General** | * Comply with safeguarding policies, promoting children’s welfare at all times. * Adhere to the school’s policies and procedures. * Perform duties in accordance with the School Teachers’ Pay and Conditions Document. * Support the school’s vision, values, aims and code of conduct. * Participate in annual performance reviews and ongoing professional development. * Undertake other reasonable duties as required by the Headteacher. |

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|  | **The duties above are neither excusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.** |

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| This Job Description is to be performed in accordance with the provisions of the current School Teachers Pay and Conditions Document. The performance of these duties is under the reasonable direction of the Headteacher and Senior Leadership Team.  Qualified Teachers are expected to meet the Core Standards as set out in the Professional Standards for Teachers.  The post holder’s duties must be carried out in compliance with the school’s Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies.  These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.  **The post holder must always comply with the school’s code of conduct.** |  |



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**Person Specification**

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education of their pupils their first concern, will be accountable for achieving the highest possible standards in work and conduct. Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as up-to-date and will be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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| **EDUCATION AND QUALIFICATIONS** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Qualified teacher status |  |  | A |
| Degree |  |  | A |
| Recent and relevant continuing professional development appropriate to the role |  |  | A, I |
| SENDCo National Award or a commitment to achieve a National Award in Special Educational Needs within two years of appointment. |  |  | A, I |
| Further professional qualifications including appropriate leadership and management development programs or activities |  |  | A |

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| **EXPERIENCE** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Successful experience across in primary education |  |  | A, I |
| Experience supporting pupils with SEND including g EHCPs |  |  | A, I, R |
| Experience of behaviour management for pupils with SEND |  |  | A, I, R |
| Experience in making reasonable adjustments and access arrangements |  |  | A, I, R |
| Experience of the effective use of pupil voice to improve SEND provision |  |  | A, I |
| Minimum of 5 years’ teaching experience |  |  | A, I |
| Involvement in school self-evaluation and improvement planning |  |  | A, I |
| Demonstrable experience of successful line management and staff development |  |  | A, I |

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| **KNOWLEDGE AND SKILLS** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Strong knowledge of the SEND Code of Practice and its application |  |  | A, I |
| Secure knowledge of the graduated approach |  |  | A, I |
| Insight into how children with SEND develop |  |  | A, I |
| Data analysis skills, and the ability to use data and knowledge of children to set SMART targets and identify steps to success |  |  | A, I |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve |  |  | A |
| Excellent knowledge of the National Curriculum, Development Matters and EYFS Framework, using this to evaluate teaching and learning |  |  | A, I, R |
| Professional knowledge of what constitutes high quality and standards in teaching and learning |  |  | A, I |
| Professional understanding of inclusion and strategies for engaging all learners |  |  | A, I |
| Professional understanding of safeguarding within a school setting |  |  | A, I |
| Understanding of procedures and legislation relating to confidentiality |  |  | A, I |
| Ability to write reports, keep accurate records and communicate effectively |  |  | A, I |
| Effective communication and interpersonal skills, including with parents/carers and other professionals |  |  | A, I, R |
| Ability to communicate a vision and inspire others |  |  | A, I |
| Ability to build effective working relationships |  |  | A, I, R |
| Effective organisational skills |  |  | A, I |
| Ability to use a positive approach to promote learning and excellent behaviour |  |  | A, I, R |
| Confident and competent in the use of ICT |  |  | A, I |
| Understanding of curriculum and assessment of pupil progress |  |  | A, I, R |
| Knowledge of statutory assessments |  |  | A |
| Understanding of pupil premium funding and reporting. |  |  | A, I |

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| **PERSONAL AND PROFESSIONAL ATTRIBUTES** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Empathy and care for all stakeholders |  |  | A, I |
| Commitment to inclusive education in line with the Equality Act 2010 |  |  | A, I |
| Strong safeguarding and equality ethos, with commitment to safeguarding and promoting the welfare of children and young people |  |  | A, I, R |
| Ability to maintain confidentiality at all times |  |  | A, I |
| Ability to work under pressure, prioritise workloads effectively, and meet deadlines |  |  | A, I |
| Ability to manage and motivate a team, promoting and developing staff morale |  |  | A, I |
| Ability to manage own well-being and support the well-being of others |  |  | A, I |
| Proven ability to establish and maintain collaborative working with a wide range of professionals |  |  | A, I |
| Ability to work effectively and supportively within the school and across the Trust |  |  | A, I |
| Excellent communication skills (written, oral, presentation, and interpersonal) |  |  | A, I |
| Ability to work creatively, collaboratively, and solution-focused, with a record of school impact |  |  | A |
| Demonstrably professional, honest, loyal, and able to make and justify difficult decisions |  |  | A, R |
| Commitment to pupils’ learning, wellbeing, and safety |  |  | A, I |
| Ability to establish rapport and build respectful, trusting, and purposeful relationships with children, families, and colleagues |  |  | A |
| Passionate about teaching and learning |  |  | A, I |
| Open-minded, self-evaluative and adaptable to changing circumstances and new ideas |  |  | A, I |
| Willingness to be involved in the wider life of the Trust |  |  | A, I |
| Self-reflection and continuous improvement |  |  | A, I |

**Additional Essential Criteria**

* Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
* Fully supportive references.
* Full enhanced DBS clearance.